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ABSTRACT

In this speech, Role Based Teacher Education (RBTE)--a form of generic Competency Based Teacher Education (CBTE) programs proposed in the sixties--is described. It is stated that RBTE is designed to be an adaptive process for professional development in teaching. The RBTE prototype developed and reported in this speech is delineated into a cyclical four-phase process: (1) developing sets of expectations, (2) the role response, (3) status and professional identity, and (4) developing a perspective of the person within the organization. The goals, focuses, and outcomes for each phase are described. Finally, the author discusses two viewpoints concerning the development of competencies and the social order operating to attain these competencies. He examines (1) the differences between prescribing competencies for the individual and constructing them through the action of the incumbent, and (2) the differences between controlling and prescribing the social order or situational interaction of many incumbents in the environment and allowing the social order to emerge as the incumbent enacts professional behavior in the situational setting. (PCB)

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ROLE BASED TEACHER EDUCATION*

RBTE - A PROCESS APPROACH

Social Role Theory Applied to the Development of Science Teacher Competency

by

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RBTE - A PROCESS APPROACH

Albert P. Nous

Introduction

I deliver this presentation with the conviction that the attendant proposal is in the spirit of the theme of this convention. That theme is....freedom and responsibility in science education: for teachers....and for students. Many educators might find the concept implied in the original title as presented in the program...CBTE: A Process Approach...as antithetical to the theme of this convention. The question is continually being raised, "How can competency or performance based teacher education foster freedom and responsibility?" One needs only to examine topics listed in the convention program to see words indicative of a subtle change in the program emphasis. In our own session we see.... perceptions of the ideal science teacher....personal orientation....social implications of individual diversity. In other sessions....change agent functions...field-based preservice teacher education....a humanistic, competency based science curriculum...inundate the convention program and indicate that an evolution is occurring. The RBTE model proposed here is one of many emerging forms of the generic CBTE programs proposed in the sixties.

There are few educators who have not experienced the acronyms CBTE and PBTE. Conversely there are many educators, including myself, who are unfamiliar with many expressed program forms of CBTE and PBTE. Unsurprisingly there are just as many individuals supporting as opposing CBTE/PBTE. By introducing the concept of role based and the acronym RBTE I am not attempting to confuse the issue further but present a model of reconstruction of individual and institutional roles complementary with the developmental nature of this professional role. RBTE <u>is not</u> a new dressing for an old way of thinking.

I was formerly confronted by an obscure, simplistic but obvious statement calling for "process" in CBTE. It is my impression that concern for this lack of process to date best captures the feeling of many concerned individuals both skeptical and refreshed by implicit outcomes of competency oriented programs. It is evident that the "content" of competency statements contributes to the incompatibility and conflict felt by individuals in multiple, conflicting and dysfunctional roles. The focus has primarily been on the "content" of competency statements with ensuing disagreement as to the roles implied by those statements. Where there is consensus as to the roles a teacher must play, they have served as organizers for the enumeration of more competency lists. Therefore identification of roles has served more of a classification function rather than a primary determinant of status and professional identity within the institution of education.

The interpretation of role theory applied to RBTE is based upon the assumption that the incumbent is an active, interacting and responsible individual engaged in multiple roles. The maintenance of role behavior must be adaptive within an ever-changing natural educational environment and social ecology. Identification of role and complementary role behavior becomes basic to the planning of divergent alternatives and convergent validation of competence. The RBTE process is described as adaptive, that is to say, allows for assimilative and accommodative enactments by the individual. While in the process it is possible that an individual may choose to follow a checklist and elect subjection to externally imposed valuations. This represents a low-level process. It is possible that individual expectations over-ride those of others in the social

settings. This would represent low-level involvement with others. These are but two of many possible preliminary expectations. Role expectations, transaction, negotiation, role location, perception and explication of role demands, role skills at a cognitive and motoric level, the degree of self-role congruence, the audience effect and multiple role phenomena all influence the enactment of competence and ultimately social identity as a teacher. As will now be shown, an alternative to the extreme reliance upon "competency laundry lists" here referred to as "content" can be provided. The focus will be upon the conceptualization of RBTE: A Process Approach in the development of science teaching competencies.

The Adaptive RBTE Prototype

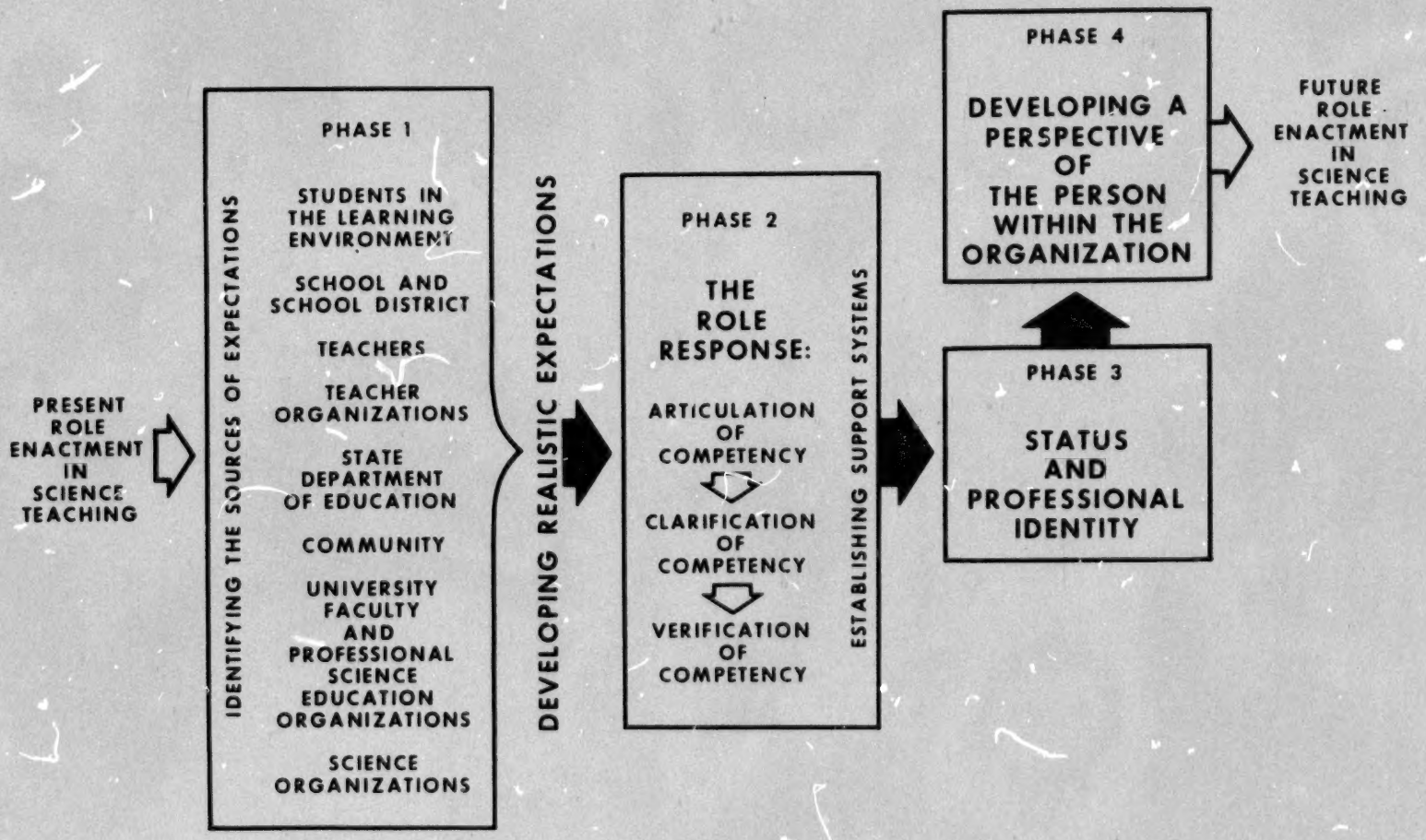
Role Based Teacher Education is designed to be an adaptive process for professional development in teaching. It is adaptive in that it fosters the assimilation of contextual or environmental cues into a scheme of expectations held by the individual at any stage of development. It likewise allows for the accommodation of these personal expectations held by the role incumbent. At any point in time an individual consciously or unconsciously enacts a certain role. As such, a role represents an operational classification of an individual's behaviors that subsume a complex of mental and ethical traits. These traits are distinguished by their appropriateness, timliness, and convincingness. Competency is a specific concept relegated to the ability of acquiring and demonstrating skills and strategies. The term role is not foreign to the competency based movement. How then is role in RBTE different from role in CBTE/PBTE? In the CBTE/PBTE framework competencies are based on the analysis of professional roles or theoretical formulations of professional responsibilities. One looks at formally defined roles, identifies behaviors and elaborates statements of competency. Within this framework individuals are expected to assimilate a range of role derived competencies. In the RBTE model competency statements are constructed and clustered according to the preferences of the role incumbent. Here assimilation and accommodation occur and the basis for matching individual competency with environmental setting is established. In the CBTE/PBTE format the potential for professional clones and conformism is high. While several versions of Role Theory have been reported in the literature of social psychology the RBTE model includes only selected features of the theory. The central feature is that behavior consists not only of selected acts but of sequences which fit into a few general patterns, the patterns themselves being linked into institutions and these into social systems. In essence the development of competency is constructive rather than prescribed. The social system and degree of interaction is not pre-established but emergent.

The RBTE prototype developed and reported here has been delineated into a cyclical four - phase process: (1) developing sets of expectations, (2) the role response, (3) status and professional identity and (4) developing a perspective of the person within the organization. Ordinarily, one who is engaged in the delivery of professional services will begin with development of sets of expectations. However, in order to respond to the unique contextual settings within which professional services are delivered and to the uniqueness of individuals holding these roles, a person may enter at a point other than the setting of expectations. The phases are defined as follows:

I. Developing Sets of Expectations

Prior to the articulation of competencies one who is developing a professional role should focus upon both personal and institutional expectations

THE ADAPTIVE RBTE PROTOTYPE



for the role. The role incumbent is influenced by these expectations which can be viewed as imperatives for the enactment of appropriate behavior. At times however, an individual or group should consider techniques to develop public expectations for services which may have limited support by others in the environment. By so doing, the professional prevails upon colleagues and clients to improve the quality of professional life within the environment or contextual setting.

As sets of expectations are defined, the contextual references for competency are established. These references change and consequently, competencies should be adjusted. This phase of role enactment usually is carried out in public view.

Within this first phase the teacher educator and preservice (or inservice) personnel strive to meet five process objectives or goals.

A.

1. Goal: Initiate confrontation of institutional and individual expectations maintaining focus on the process so as to make expectations explicit and public within the social system.

2. Focus: Identify the necesaary conditions required for the specification of role expectations held by participants for pre- and inservice teachers of science in the teacher environment, i.e., classroom, teacher center, etc. Discussion as to the nature of competency, philosophical foundations for competency development, characteristics of resources, nature of learning and social system is openly and systematically initiated and maintained. Distinction between program outcomes of present CBTE and the RBTE model is made. For RBTE, program outcomes refer to the establishing of means by which competency is nurtured and refined throughout one's professional career.

3. Outcome: Participant problem recognition between CBTE and RBTE systems with alignment and values being emphasized.

B.

1. Goal: Reflect on differences in participant and institutional expectation statements.

2. Focus: Identification, articulation, and explication of concerns, problems and questions relative to the enactment in the teaching environments is emphasized. Examining the relationship between expected organizational program outcomes and competencies of individuals in the process is nurtured and facilitated.

3. Outcome: Documented specific concerns, problems, and questions relative to teaching, competency, and support system in the teaching environment.

C.

1. Goal: Focus upon, clarify, and formulate mode of inquiry and subsequent task specification relative to obtaining pre- and inservice personnel expectations around teaching in the content area, i.e., science.

2. Focus: A central concern in the RBTE model is explicitness. In CBTE programs the competency statements are very explicit however consideration of exactness of expectations and the process for obtaining these statements of expectation are vague, implicit, and often absent. At this stage the process of obtaining expectations is outlined and made public.

3. Outcome: A listing of alternative steps to elicit articulated personal expectation sets held by pre- and inservice personnel. Specification of management is cooperatively determined and made public.

D.

1. Goal: Identify the source of expectations as well as clarify the interpretations of associated goals and roles.

2. Focus: Obtained statements are monitored and studied. Participants would engage in identifying the source of the expectations as well as the message (what is asked) in each of the expectations, condensing the message, and extracting a relationship among institutional and personal expectations coincident with support variables.

3. Outcome: Statements of teacher and student expectations, roles and goals from (a) children in the learning environment, (b) school and district administrators, supervisors, and curriculum coordinators, (c) teachers, (d) State Department of Education Guidelines, (e) Community, (f) University faculty, and (g) professional organizations.

E.

1. Goal: Communicating with other participants in this social system to determine degree of consensus and obtain agreement as to the exact nature of the expectations and attendant roles and goals.

2. Focus: Prior to the determination of competency in the RBTE model, the exact expectations imbedded within roles and the organizational-individual matrix are agreed upon or at least placed in an "expectancy band" in the social system. Some degree of consensus must exist to minimize "changing the rules of the game" while the incumbent is in the process of competency development.

3. Outcome: Explicit agreement as to expectations, goals and roles operating in the social educational setting.

II. The Role Response

As role requirements are defined through expectations, the information should be distributed throughout the environment. Then as role incumbents respond to these expectations, those who hold complementary roles can react in a rational manner to problems, concerns, developments and other patterns of changed behavior which characterize the role enactment. Competency develops as these expectations are responded to, met and adjusted. The procedure of role response includes three required steps for incumbents: (1) identification of statements of competency; (2) clarification of statements of competency;

and (3) verification of statements of competency. These three steps specify the means by which a role incumbent learns to articulate and provide evidence of competency, a prime feature of this role-based model.

In the first step of the role response, statements of competency are prepared by one holding a professional role. These statements usually refer to behavior which has been displayed and would be used again under appropriate conditions. At times, however, the role incumbent may choose to develop competencies which have been observed in others. These competencies, which are known to exist, are not developed sufficiently to fulfill the requirements imposed by the second and third steps of the Role Response -- clarifying and verifying. In the instances of behavior know to exist and behavior selected to be developed, competency statements are prepared by the role incumbent. Prescribed competencies prepared for programs, institutions or agencies are considered in the development of sets of expectations and are not considered as acceptable substitutes for statements prepared by an individual who is fulfilling a role in a unique context.

Following the identification process, the individual seeks feedback from a colleague regarding the clarity of the competency statement. In this second stage, statements may be reworded for clarification so that the linguistic quality of the statement is improved.

The third stage involves a review of the evidence which supports each competency statement. Role incumbents are required to submit evidence of competency to those who are qualified and responsible for this verification. Different evidence may be submitted for each statement of competency. The individual responsible for verification makes a judgment regarding the appropriateness and convincingness of the evidence. Thus, as each statement is verified, others who hold complementary roles may assume that a responsible and qualified professional has examined both the statement of competency and the evidence as provided by the incumbent. The verification process signifies to other professionals that appropriate proof of competency has been displayed. In the event the evidence is not approved, the individual who is verifying statements is also responsible to indicate the necessary adjustments for verification.

Within the Role Response phase seven goals are specified. They are:

A.

1. Goal: Analyze role requirements and the distribution of roles in obtaining the Role response record (here competency statements of personnel.)

2. Focus: Since individuals will be assuming certain roles relative to actual enactment, they are likewise maintainers of the process. The explicitness of expectation in the role response is crucial to the planning and implementation of enactment. However, explicit expectations can be clouded or lost in an implicit process. Therefore the focus is upon the clarification and statement of the "mechanics" of obtaining:
   a. questions or concerns posed regarding experiences, expectations, tasks, assignments, constraints, and understanding of the role response record of competency;
   b. interaction regarding questions or concerns;

c. experience recordings;
d. recognition of obtained or to be attained competencies; and
e. periodic review conferences.

3. Outcomes: Explicit and concise written statements of "process of mechanics" which is made public, in advance of submitted written competency statements, to all in-and preservice personnel.

B.

1. Goal: Developing statements of competency.

2. Focus: Disequilibrium in the nomothetic - idiographic balance is likely to occur in any situation following the analysis of expectations and the requirement and distribution of the Role Response. Following this there is identification and articulation of competencies for public review which is acknowledged as a condition of professional status. In this initial stage, program expectations are matched with individual preference and orientation to the prioritized expectations.

3. Outcome: Clear, concise and precise statements of competency are written in the various domains (cognitive, affective, psychomotor) as they relate to science teaching.

C.

1. Goal: Clarifying statements of competency.

2. Focus: Statements of competency are written by the individual and reflect a concern over externally or internally imposed expectations. Because the individual operates in conjunction with other individuals in the learning environment, there is agreement to and clarification of competency statements. This is not viewed as a process that results in approbation of competency but one that enhances communication by delimiting the multiple interpretations that normally arise. Competency statements thus generated are collated, collected and reviewed by a "second party" to establish clarity of writing and intent. Statements are then refined and rewritten or either recirculated to a "third party" until agreement of intent is reached. It is viewed that statements represent means for effective communication but may be construed as ends in themselves.

3. Outcomes: (a) Statements for participant review are organized; (b) agreement is reached on the statement as to its being concise, clear and precise.

D.

1. Goal: Providing appropriate support for competency development.

2. Focus: Development of competency does not operate in a closed system. An appropriate support system must exist for the development to occur. The RBTE prototype attempts to

facilitate and encourage the writing and publication of support system requirements. In this phase there is definition of aspects of the support system and identification of those elements necessary for the enactment and verification of competencies.

3. Outcomes: Clearly stated, explicit, and concise requirements are written, attached to corresponding competency statements and are made public. The "judges" in the verification process are recruited.

E.

1. Goal: Identify the operations for generating data in evidence of competency attainment.

2. Focus: All to often individual effort quickens as one approaches the endpoint or end-product with a concomitant de-emphasis on the means or process.
In this phase, operations are specified for the (a) collection of data regarding role enactment and (b) classification of enactment data.
It is proposed that data generation alone does not suffice as being adequate in preparing for the analysis and review of competency. Data is organized as a prepatory step in the verification process.

3. Outcome: Written, audio and/or visual records are developed, maintained and organized as evidence for identification, verification and clustering of competencies.

F.

1. Goal: Reflection on evidence of competency.

2. Focus: The role encumbent along with the recruited judge(s) reflect on the appropriateness, timliness and convincingness of enactment. Review of evidence centers around the testimony in support of these three criteria. As the qualitative aspect of behavior is examined, questions are continually raised as to the pre-stated competency. Change in the statement at this point represents a change in the "rules of the game" while the game is in progress.

3. Outcome: Statements are developed relative to the following questions:
   (a) Regarding appropriateness, was the performance of the role incumbent proper within the framework of situational supports and constraints?
   (b) Regarding timliness, was the performance enacted at the time it was needed?
   (c) Regarding convincingness, was the incumbent "convincing" in the enactment?

G.

1. Goal: Judgments of competency are rendered.

2. Focus: The incumbent and judge(s) identify the "match" or degree of consistency between stated competencies and enactment. Participants in the process then ascertain "competency"

or recommendations for continued development. The questions raised are simply these: Has the individual achieved competence? Does the individual need to develop further in the area before competency is ascertained? Were initial support conditions provided and maintained? Did the process deteriorate in any way?

3. Outcome: There is, at this point, public acknowledgement of competency preferably in documented form or specific recommendations relating to evidence are made if competency is not ascertained.

III. Status and Professional Identity

Professional identity can be acquired in many ways. Complex sets of variables contribute to the status and identity held by any role incumbent. Through the model of RBTE, those engaged in the development of a professional role proceed from construction and verification of competency statements to clustering and analysis of these descriptions of professional behavior. The Role Response phase concludes with the verification process. This third phase begins with the organization of competency statements into clusters according to the preferences of the role incumbent. Among the considerations presented are such organizational features as program design, conceptual constructs and operational priorities. Personal features of incumbent behavior also affect the clustering process. When all competency statements have been clustered according to the preferences of the incumbent, a profile of the professional role is available for review by the public.

Status and professional identity change during a career. In order to facilitate continued professional study and to prepare for these changes, the analysis of competencies is included in this role-based model. The intended outcome of this review is to foster informal study habits by those who hold professional roles. Since each competency statement is considered to reflect a knowledge, art and ethic component, the analysis can involve an in-depth review of each part. The following operational definitions have been developed for these components:

Knowledge: Understanding the political and technical dimensions of education and their relationship to the structure of knowledge, society and human beings.

Art: The individual's ability to elevate behavior above normatively defined levels of acceptability.

Ethic: The professional determination and execution of function.

Phase III is a landmark stage of professional development and is composed of three process goals:

A.

1. Goal: Cluster statements of competency

2. Focus: The individual, in demonstrating uniqueness, assumes the responsibility for the organization and categorical labeling of competency statements. Other participants clarify and focus reflection on the classifications and the bases or criteria for those classifications. It is at this point that

the focus on an image of professional identity or role is initiated by identifying a role and then describing verified competencies that comprise the role. The structure or form and the function of the competencies are identified.

3. Outcome: Review of competencies which are then personally classified accordingly, i.e. Diagnostician, Instructional Designer; Instructor, Interactive Teacher, Resource, Biologist, Logical Thinker, Evaluator, etc.

B.

1. Goal: Identifying knowledge, art and ethic components associated with conceptualized roles.

2. Focus: Associated with any behavior are the implicit dimensions of acquired knowledge, artistry of performance, and ethical behavior. As a result of role definition from verified competencies the individual now assumes status not because of "assigned office" but because of the knowledge, art and ethic dimensions. This phase focuses upon the articulation and explication of these dimensions.

3. Outcome: Identification and explication of acquired knowledge, artistry of performance, and ethical behavior associated with developed roles as a Professional.

C.

1. Goal: Achieving Status.

2. Focus: Attained competencies evidenced in roles are "matched" to a system of status identification and accompanying rewards. Examples of such systems of status are (a) personal recognition, (b) professional development, (c) increments, (d) attained competencies, (e) pass-fail or letter grades and (f) personal satisfaction.

3. Outcome: Identify achieved status and accompanying systems of reward.

IV. Developing a Perspective of the Person Within the Organization

Organizations have been conceptualized by scholars in different disciplines, each using ideas and constructs unique to the discipline. In a teacher education program based on role concepts, organization is conceptualized to include role as a major component. Thus, as a person studies a professional role and develops competencies appropriate for that role within a particular context, issues and concerns pertaining to the organization should be examined. Among the most serious questions regarding role-organization relationships are those which pertain to professional accountability.

Role-based education includes preparation for the role incumbent to examine the relationship between competency and outcomes by clients. Through this review, organizational goals may be adjusted and competencies refined. As such, the interaction of individuals within organizational settings continues to focus on the adjustments which are necessary to maintain the identity of both the individual and the institution and to search for the means by which the quality of professional life may be improved.

The final phase of autoregulation of equilibrating development and organizational growth is marked by two goals:

A.

1. Goal: Refocus on the RBTE focus.
2. Focus: No system can operate without adapting to continually changing inputs and outputs outside and within itself. This prototype is considered adaptive in that it allows for assimilation and accommodation to occur not only with respect to competencies but also the process itself. Clarification and modification of the RBTE process as well as associated organizational characteristics are encouraged and supported. This phase organizes its effort for planned changed through the organization of ideas, modification of plans and refinement of foci and outcomes.
3. Outcome: Scope and sequence of RBTE model within the organization is clarified for future enactment.

B.

1. Goal: Reorganization for future encounter and competency development.
2. Focus: Roles themselves become subject to a structural development. That is to say one can develop a "structure of Roles" that enables one to successfully integrate a multiplicity of role demands and expectations. At any point in development the individual can take a "look into the future". This "look" or anticipation involves the identification of future involvement as an environmental basis for future and extended competency development.
3. Outcome: Specification of future commitments and involvement and how these relate to "Role structures" in the incumbent's social identity as a professional and person.

Summary

Let me then make explicit, two viewpoints of the development of competencies and the social order operating to attain these competencies. Competencies, as they have come to exist in the form of statements, can either be prescribed for the individual or constructed through the action of the incumbent. The social order or situational interaction of many incumbents in the environment can be preestablished, controlled and prescribed or could be emergent as the incumbent enacts professional behavior in the situational setting. One attempt in establishing a correspondence between the variations of competency description and social order is depicted in the following figure. In this figure, one can "map" or identify a locus that characterizes a program of education designed to develop competency as a teacher. Much discussion against competency based teacher education programs has come about because of the "prescriptive" nature of generated lists of competency. Designating current practice in CBTE as prescriptive on the competency/social order dimensions would fix its locus near the origin.

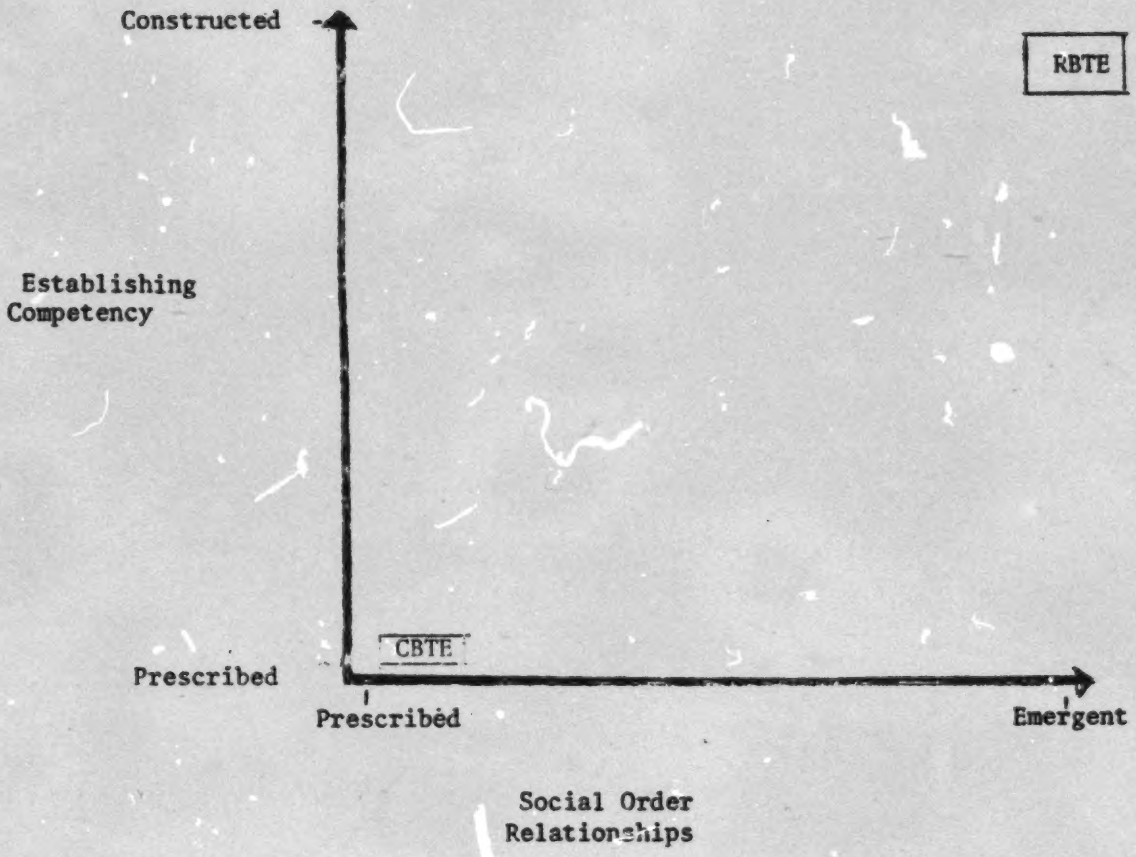


Fig. 2. A program grid indicating the nature of establishing competencies and necessary social order.

There are emerging programs that focus upon the "humanistic" approach to the development of competence. These approaches must be examined to insure they are not administering "a spoonful of sugar" to help the prescription go down. Some have focused upon the means by which competency is achieved as opposed to the end of accruing statements. One central point has not been emphasized. That point is the development of competency within the framework of roles. In focusing upon the roles that a teacher must enact the degree of individual flexibility is proportional to the number of roles one can assume in an environment constantly in flux. The social order emerges concomitantly with the construction of competency and is used as a vehicle in that construction characterizing a role orientation to the development of competency in RBTE. The figure clearly gives the impression that RBTE is one alternative within the CBTE framework. I believe it is appropriate and timely to consider this approach in light of the theme "Freedom and Responsibility in Science Education." It is obvious that freedom and responsibility are to be exercised by the incumbent of the professional role. The degree to which they are exercised is proposed to be greater in a system centering upon role development rather than behaviorally expressed competency statements.

Why the controversy? There are two basic systems of belief implied as to the nature of professional growth. On the one hand what a person comes to know as a professional is provided by the program and professional staff. The individual simply responds to the educational stimuli in an appropriate way. Placed in a "rich" stimulating environment where instruction is provided in small reinforced and prescribed steps the individual becomes competent. The key to success is in demonstrating the behavior made explicit prior to the individual's involvement and review of the situational context. Basically the environment provides the motivation, direction, and reinforcement for learning.

On the other hand what a person comes to know as a professional comes from the internalization of action in the environmental setting. The setting is rich with resources but nothing is prescribed since motivation, directional effort, and reinforcement are internally generated by the individual. The key to success is self-direction and self-initiation by demonstrating behaviors made explicit by the individual within the context of the situation. Many of the arguments lean towards one or the other above situations. Much of the discussion centers upon the content of the statement of competency. Such discussion can be most enriching if interaction and clarification are thought of as the "process" in the development of competence "captured" in a competency statement. Most often however, such discussion only serves to clarify statements that then become mandates of behavior. Statements of competency may be congruent or incongruent with social reality. The danger of incongruence can be high in those teacher education programs, expecting a mandate from State Departments of Education, then interfacing with the schools to implement the training program. It is common to find competency statements embraced by teacher education faculty and discarded by the cooperating teacher and public school administrator. The education student ends up "wearing two hats," with little opportunity to exercise freedom, and assuming full responsibility for failure. The "institution" inevitably wins over the individual and gains the larger share of the reward. What is just? What is equitable? In either setting the question of ultimate authority is raised. Does the ultimate authority for the planning, implementation and evaluation of competency rest with the individual or the organization? I do not believe it is a question of choosing competence or no competence. Neither do I believe it is a question of choosing institutional goals over individual needs. For me the question is, how can an individual achieve status and professional identity through competency and yet effectively interface with the collective of individuals known as the organization? We all desire competence without the sacrifice of individual to the organization.

Given various forms of institutional authority structures from which competency statements are emitted, relationships become impersonalized so there can be little or no interaction and delay by the individual. This is impossible because (1) individuals bring diverse experiences, training and attitudes to the situation; (2) informal as well as formal roles are enacted in the institution; and (3) personal historical perspectives regarding the competencies and means of achieving competence will exert an effect on the organization. By prescribing competencies to be achieved the institution assigns behaviorally specified and impersonalized enactment. Authority is vested in the organization and not in the individual fulfilling the task. Conflict, as possibly evidenced by non-mastery or incompetence, may arise because institutional and individual goals do not match. A characteristic we have all admired in teachers is their ability to be flexible. Do we mandate flexibility? Is our adherence to competency statements in courses and program demonstrative of inflexibility? A few years back, the key to getting a paper published was to have "Individualized"

in the title or as a theme. In my mind many attempts were made to bring the focus from the group to the individual. But these were still oriented to prescribed curricula, objectives, criteria, and learner competence. As many institutional programs delved into the process they found or failed to realize that a balance had to be struck between institutional and individual needs and interests. In attempting to structure that institution called "teaching" for the individual, perhaps most significantly to hold him or her accountable, competencies have been established for the individual. With authority vested in the organization competency lists become "taxing" to the individual. This taxation arises because the individual has no formal control over the sum and substance of the lists. I propose that this is dysfunctional and represents a form of "taxation without representation" as unpalatable now as it was with a different commodity in mind over two hundred years ago.